

ABSTRACT

EDUCATION

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AN INVESTIGATION OF DIFFERENCES IN ATTITUDES
TOWARD SCHOOL-RELATED CONCEPTS OF STUDENTS
CLASSIFIED ACCORDING TO GENDER,
RACE, AND GRADE LEVEL

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This study was designed to determine if there were significant differences between males and females, blacks and whites, and 11th and 12th graders in their attitudes toward specific school-related concepts.

A questionnaire was developed by the researcher using examples from the Semantic Differential Instrument (Osgood, Suci, & Tannenbaum, 1971) and administered to 160 students. The questionnaire was designed to gain perceptions of how students view 10 concepts related to school activities and personnel.

The responses were analyzed using the t test to evaluate if there were significant differences among the students. The .05 level of significance was adopted for the study. Data analysis indicated that there were no significant differences in the attitudes of students and their perceptions of black teachers, white teachers,

principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit.

The findings in this study were positive and indicated that students were content with the parameters of the questionnaire. Further research is suggested using other grade levels to obtain a broader perception of attitudes within the school.

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RACE, AND GRADE LEVEL

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CHAPTER 1

INTRODUCTION

The failure of the school to take different value patterns into account constitutes a form of inequality. Although there is no question of the importance of basic skills development in learning, this alone is not sufficient to realize one of the major goals of any school program, which is to develop positive lifetime attitudes about school concepts. Fisher (1966) stated:

In dealing with a population which is racially and culturally integrated, the school must begin by encouraging teachers to understand the special factors in the backgrounds of all their children, to take these differences imaginatively into account, and to build curricula and teaching techniques that reflect not only idealism but realism as well. (p. 291)

Racial prejudice has been a social problem in the United States since the early colonization. According to Reutter and Hamilton (1976), Brown v. Board of Education of Topeka (1954) attested to this discrimination when the Supreme Court ruled that the "separate but equal" doctrine was unconstitutional. The impact of this court decision is still a current educational issue.

Draayer (1990), in his interview with USA Today, suggested that the problem with education today is lack of parental involvement in the school. He further implied that the school can no longer assume that parents are providing a good learning environment at home.

Smith (1969) stated that the schools are the major socializing agency in our present-day society. He characterized the role of the school as follows:

we must still turn to the school if we wish to rear children who are better fitted for participation in a pluralistic democracy. We must still look to it if we want to understand and to change the processes that keep producing new generations of American citizens who are partially equipped for democratic participation and in some ways are badly disqualified for it. (p. 211)

In view of conflicting philosophies on who is accountable for education in America today, Gay (1984) wrote that families and schools must equally share the responsibility in educating the child and become more sensitive to the needs of minorities. Glasser (1989) wrote that psychological needs take precedence over survival needs. The only exception to this principle are those who live in deepest poverty. Glasser further implied that people search for ways to satisfy needs of love, belonging, caring, sharing, and cooperation. Students who do not feel a sense of belonging in a school are not likely to experience academic success.

This study was designed to determine the following:
(a) how students feel about black and white teachers, the school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit; (b) which students are more inclined toward following school policies and philosophy; and (c) what relationship exists among school concepts, race, gender, and grade level.

Purpose of the Study

The primary purpose of this study was to investigate the attitudes of students in the 11th and 12th grades toward school-related concepts. In addition, the study was designed to compare the attitudes of students toward school-related concepts classified according to gender, race (black and white), and grade level (11th and 12th grades).

Definition of Terms

The following definitions are offered to facilitate the reading of this paper.

1. Attitude is a student's score on the evaluation scales of the Semantic Differential.
2. School-related concepts are activities or personnel associated with the school. The following is a list of those concepts to be rated on the Semantic Differential:
white teacher, black teacher, school principal, athletics,

fighting, studying, homework, discipline, performing arts, and school spirit.

Rationale

According to Irvin (1990), educating students in the 1990s will be the most challenging task that educators will have faced in the history of the United States. The public schools that once only opened their doors to a white middle-class society are now challenged with educating minorities on an equal basis. Irvin indicated that by the year 2000 30% of America will be composed of minorities, and by the end of the 21st century minorities will become the major portion of the population in the United States. Statistics indicated that within the past 26 years, or since states were forced to abolish segregated school systems, even though courts have moved ahead with integration, the schools have fallen behind in their efforts to improve quality education. Irvin stated that in the past 20 years schools have made great strides in technology and are overstocked with computers and programs that reflect better teaching and learning technology; but statistics also indicated that schools have more dropouts, pregnancies, suicides, drugs, and violent behavior and have lower test scores than before integration.

Statement of the Problem

From 1989 to 1990 the author, as discipline administrator at a metropolitan Atlanta high school, began to collect data quarterly on discipline referrals submitted by teachers and student academic failure rates. The student failure rate was 30.2% annually, and the number of discipline referrals collected during the year was 2,958. The author observed that 97% of the referrals recorded were related to black students (both male and female). These statistics were not in proportion to the ratio of black students in the student body, which was 75% black and 25% white. According to Smith (1981), minority groups and white/anglo cultural groups do not share the same learning experiences and socialization experiences. As a result, minority groups have faced conflicting settings at home and at school. These conflicts seemed to have a negative impact on the students' attitudes about school. In the school under study, the failing ratio, the imbalance of discipline referrals, and a student walkout in March of 1990 stimulated a need to study students' attitudes toward school-related concepts.

Significance of the Problem

Since one of the major goals of education is the development of useful citizens, there must be more concern for

the development of positive attitudes toward school concepts. If students are to develop positive attitudes toward school concepts, it is important to study feelings students have toward school-related concepts. Just what attitudes have students learned as a result of their school experiences? Are students' attitudes the same as those of administration and teaching staff? It would likewise seem important to consider the learned attitudes toward school-related concepts of students classified according to the variables of gender and race. Are there more favorable or unfavorable attitudes among these groups toward school concepts in general? Such information concerning the learned attitudes of children toward school-related concepts should provide insight and guidance in determining the type of activities and materials which would assist in the development of more positive attitudes toward school and learning.

Research Questions

The following research questions provided the broad guidelines for this study:

1. Is there a significant difference in students' attitudes between male and female students toward school-related concepts?
2. Is there a significant difference in students' attitudes between black and white students toward school-related concepts?

3. Is there a significant difference in students' attitudes between 11th and 12th graders toward school-related concepts?

Assumptions

There were several general assumptions accepted in the approach to this study:

1. Students at a metropolitan high school will perceive black and white faculty members in a positive way.
2. Students have a negative attitude about studying and homework.
3. Fighting and discipline are considered negative concepts in the school.
4. Athletics are perceived favorably by students.
5. Performing arts and school spirit are considered positive concepts.

Limitations

There were variables in this study that were difficult to control. The following is a list of variables that limited the effectiveness of the study:

1. The study was limited to the students' comprehension of the school-related concepts selected to represent school experiences.

2. Findings and conclusions of this study were limited to the population of 160 students from a metropolitan high school in Georgia.

3. The study was limited to the extent of willingness of students to respond truthfully to the questionnaire.

Summary

This chapter focused on the problem of student attitudes toward school-related concepts. The attitude of students toward school is a reflection of both the home and the school's effectiveness in creating a positive environment. Even though schools have made significant changes over the past two decades, studies indicate that there are discrepancies in the school's ability to educate all students. This study focused on the attitudes of students by gender, race, and grade level and how they perceive school-related concepts.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The literature reviewed in this chapter determined factors that influence students' attitudes toward school. The review of literature presented in this section is divided into two major categories which parallel the research questions: (a) characteristics and models of attitude scales, and (b) descriptive literature. The descriptive literature focuses on the topics of school influences as well as the characteristics of gender, race, and grade level and how they affect student attitudes.

Characteristics and Models of Attitude Scales

The topic of attitudes toward school can perhaps best be approached through a consideration of some of the definitions of the terms. Dejnozka (1982) defined attitude as "a state of accustomed readiness, patterned largely after societal conventions and group folkways, which offers a formula for drive, motivation, or reaction by a person to classes of objects, situations, and objectives" (p. 9). In summarizing the various definitions of attitudes, Colton and White (1985) suggested that attitudes are socially formed,

are based on cultural experiences and training, and are revealed in cultural products. They implied that attitudes are orientations toward others and incorporate the meaning of physical events as an object of actual activity. The authors further indicated that attitudes are the organization of incipient activities that represent a motivational urge.

In addition to definitions of attitude, it is of interest to consider some of the factors and processes relevant to the development of attitudes in general. In discussing attitude development related to education, Comer (1988) suggested: "Attitudes toward school in general may interact with attitudes toward a teacher, a school subject, textbooks, and many other items. Thus, a great many environmental specifics become both givers and receivers of attitudes" (p. 35).

Benjamin (1985) found that pupils from homes of favorable socioeconomic status tend to have better attitudes toward school and tend to have higher expectations from parents. He further implied that the amount of reading done in a community is related to socioeconomic status and is reflected in the attitudes that pupils project in the classroom.

Studies by Raffini (1988) suggested that students' poor attitude toward school is the result of the learning environment, both at home and at school. Bloom (1976) indicated

in his studies that 90% to 95% of students have the ability to master all the objectives of the school curriculum if the learning environment is positive. Raffini (1988) implied that schools do not tolerate students with poor attitudes and low grades. The school's method of coping with these situations is based on negative reinforcement, thus causing student apathy. Raffini concluded that parents and teachers perceive low achieving students as being unmotivated. In reality, these students are highly motivated in protecting their self-worth.

Epstein and Karweit (1983) studied the effect that school environment and student friendships had on students' attitude toward school. The authors suggested that positive peer relations and schools that emphasize academics and student activities are more conducive to a prosperous environment. The authors further implied that students with poor social skills and those who lack friends display a negative attitude about school and in most cases develop behavior problems.

Shaw and Wright (1977) suggested that attitudes are predispositions to social aspects of the environment and are based upon evaluative concepts regarding characteristics of referent objects and are linked to motivational behavior. The researchers further concluded that attitudes are an enduring system of positive and negative evaluations, emotional feelings, and pro or con tendencies toward specific

objects. Attitudes that are highly related form clusters or subsystems whereby the total attitudinal system of the individual is constructed.

Tannenbaum (1962), in his studies on adolescent attitudes, pointed out that antiintellectual attitudes among students and their peer groups cripple the incentive for academic achievement. The attitude of students at this age toward academics is crucial in determining academic success for the future. Tannenbaum further implied that students during adolescence are more concerned about student activities such as athletics, clubs, and dating than scholastic achievement. He suggested the emphasis on nonacademic activities could be the result of institutional priorities.

The preceding discussion of attitudes and attitude development was intended to point out the number of factors relevant to this investigation. Attitudes do not appear to be inherent characteristics of the individual's interaction with various facets of his or her environment.

Descriptive Literature

Lufler (1979) asked both teachers and students whether they thought students of different backgrounds received preferential treatment in their school's discipline system. Both groups felt that family and personal background differences such as economic status, gender, and race were relatively unimportant. When Lufler compared perceptions with

actual punishment records, however, he found that students from poorer homes were disproportionately sent to the office and that teachers saw lower class children as potentially more disruptive.

Lufler (1979) believed that the inconsistency of schools in communicating with and understanding children from various backgrounds and beliefs has resulted in student discontent. Schools must sharpen their focus on cultural backgrounds in an attempt to bridge the gap between the family and the institution.

Findings by Bailey (1988) indicated that teacher race and school setting are important variables to consider in regard to student success. This conclusion was evident after studies showed that black teachers held higher expectations for black students than did their white colleagues. This study also concluded that magnet school teachers held higher expectations than teachers in regular public or private schools.

Ford (1985) stated that children's perception of their learning environment has some bearing on how well or how poorly they perform. Education is necessary for the productiveness, progressiveness, and preservation of our society. The influence of education on our children is so important that it is necessary to incorporate as many motivating factors as possible to enhance positive learning

experiences. Ford concluded that schools need to investigate new approaches in helping minorities improve their self-image.

Glasser (1990) has spent a lifetime researching the problems associated with student failure in the schools. He contended that most children, regardless of background, enter the first grade with a positive attitude about themselves and school. It is only after being in school for a short period of time that the child can become labeled as a low achiever and his or her self-image is shattered. As the child continues to deplete the positive self-concept and the school continues its negative support, the child decides that school is boring, unfair, and useless.

Studies conducted by Ruby and Law (1983) indicated that successful and unsuccessful students, regardless of background or academic status, have negative attitudes toward their teachers. It is unfortunate for the unsuccessful student that this negative attitude toward school is the leading cause associated with dropout. Surveys conducted by these authors suggested that unsuccessful students realize the need for an education; however, this is inconsistent with their behavior, which insinuates that their purpose for being in school is related to social and legal responsibilities.

Ruby and Law (1983) indicated that unsuccessful students do not look to the school as a vital part of their

future success. Students' perception of the teacher and school was viewed as a barrier that created conflicts within the setting. When the students were punished for negative behavior, they responded by (a) dropping out of school, (b) becoming more aggressive, and (c) skipping class and being truant.

Further research conducted by Ruby and Law (1983) suggested that the attitude that unsuccessful students had about school, and not their behavior, was critical for their success or failure in school. Although educators felt that the behavior displayed by dropouts was inappropriate, this type of rebellion was appropriate and reflected the student's perception.

Ruby and Law (1983) implied that attitudes, along with beliefs and expectations, are impressions formed about people from observing and interacting with them. Expectations are predictions about their future behaviors, and attitudes are emotional reactions to them. Attitudes are associated with self-fulfilling prophecies if they are strong and rigid enough.

Research conducted by Sibberman (1969) involved analyzing teachers' comments on how they liked or disliked their students and the degree to which teachers were concerned about their students. His studies concluded that teachers showed favoritism toward students to whom they were attached. Teachers also praised these students more and

held them up as examples to other students. These students were asked to share their ideas more and were less criticized when they broke the rules.

Research conducted by Colton and White (1985) suggested that students who perceived a high visibility of rewarding aspects in a school environment also showed high levels of satisfaction. Students who perceived the school environment as satisfactory also were more likely to participate in a wider range of academic and extracurricular activities.

Ferrell (1990), in his research conducted on students being in the wrong place at the wrong time, emphasized that educators have done a tremendous job of creating the right places for the right students. The issue, however, is what was being done about the other (wrong) students who were occupying the same space. It is the challenge of schools to create the right places for all kinds of students, regardless of their differences. If the school is to be successful in implementing this procedure, it must be understood why the "wrong" students perceive the school negatively.

According to Goodlad (1984), the Commission on the Relation of School and College wrote of secondary schools and those running them:

They had failed to convey a sincere appreciation of the American heritage; they did not prepare students to the limits of their abilities; they neither guided nor motivated their pupils effectively; and their curricula were a hodgepodge of lifeless materials unrelated to the real concerns of young people. (p. 16)

Deeller (1984), in his writings on school excellence, concluded that educators had to project a friendly, caring attitude for students to feel wanted and appreciated. He emphasized that a good attitude projected by teachers is the most important ingredient that a school can possess in moving the student body in a positive direction. Deeller further stated that teachers have to enjoy coming to school and meeting the challenges of working with all types of children, regardless of background, and that they must be enthusiastic.

Keeves (1987), in his studies on gender differences and ability, indicated that boys perform better in mathematics and science, whereas girls are more advanced in areas of verbal and linguistic studies. Overall, studies in the United States reported that girls achieve higher grades than boys and are less likely to be retarded. Girls also accelerate through school at a faster pace than boys. The differences in girls' and boys' achievements in math and science were attributed to social influences rather than biological causes.

Further studies conducted by Keeves (1987) emphasized that the women's liberation movement and equal pay for women are factors that have altered the curriculum pattern of subjects selected by girls for study in schools. As a result of this increasing trend of girls studying the same

curriculum courses as boys, there appeared to be less noticeable differences in statistics based on gender.

Keeves (1987) conducted studies in foreign countries and reported that boys scored lower on reading comprehension tests, cognitive literature tests, and in English and French being taught as a second language. Boys 14 years old and at the preuniversity level showed less interest in literature but recorded higher scores than girls on civic education achievement tests. Walker's studies in different countries showed a pattern of differences associated with achievement and suggested that gender role expectations may vary according to the country's culture.

According to Richardson (1988), culture is behavior, ideas, arts, and artifacts that are symbolic and expressions of a group of people living in a geographic area. These ideas and dominant cultural attitudes cause individuals to identify with certain social roles that are acceptable. An individual's gender identity causes him or her to associate behaviors that reflect characteristics of a particular gender. An example of this concept is that women are supposed to be feminine and men are masculine.

Richardson (1988) also found in his studies that men were more competitive and independent, whereas women were viewed as warm and emotional. Further research by Richardson indicated that gender stereotyping is decreasing in society, but there are still some who find it necessary

to have a gender change rather than cope with societal expectations.

Wooldridge and Richman (1985) researched the stereotyping of students according to age, gender, and race. Their studies suggested that teachers are more critical of males than females and require less from male students academically. Teachers also placed more emphasis on behavior problems than academic performance. The researchers found white males were recommended for more severe punishment than black males or white females. Wooldridge and Richman indicated that the discrepancy in punishment was due to blacks receiving less attention.

Research by Dunkin and Doenau (1987) suggested that teachers are influenced by the ethnic background of their students and tend to be less involved with minority groups during class. There was also evidence that teachers tend to direct different types of questions toward minority groups and that teachers have fewer positive and more negative interactions with minority students. Nevertheless, in general, Dunkin and Doenau found gender to be more of a dominant characteristic in teacher discrimination than ethnicity.

Investigations conducted by Rich (1987) explored gender differences related to anxiety. Male and female students were asked to listen to audio tapes of stressful situations using Beck's Vulnerability Spheres of Individual Ability and

Sociality. After each stimulus situation, self-report and physiological indicators of anxiety were measured. Results from the test indicated no significant difference in male and female responses. However, there was a difference in heart rate measured between males and females.

Ekstrom (1985) conducted a longitudinal study from 1980 to 1982 focusing on the cognitive growth of students by changing scores on achievement tests during the last 2 years of high school. Results of the test indicated that: males took more advanced math classes than blacks; seniors were more likely to do paid-for work than sophomores; sophomores were more involved with social and economic inequities; students, regardless of class status, who did more homework showed greater test scores; and students who had disciplinary problems showed less gain in writing, science, and mathematics.

Studies conducted by Haisten (1985) in the area of crime indicated that females under the age of 17 in the United States comprise 19.5% of all persons arrested. Females also represent 12.5% of all arrests for violent crimes. The low percentage of crimes committed by females as compared to males is attributed to females being more closely supervised by their families during childhood and adolescence.

Summary

In summarizing the literature related to students' attitudes about school, attitudes are perceived as cultural experiences that are patterned after group folkways which cause people to react to situations and objectives. The schools' inability to compensate for differences in children has resulted in students perceiving the school environment in a negative manner.

Regardless of the schools' ineffectiveness or parents' neglect in providing guidance for children, the school has to be more sensitive to the needs of students. The school has to open channels of communication and develop a better means of understanding students without regard to gender, race, or grade level.

CHAPTER 3

METHODOLOGY

Purpose

The purpose of this study was to provide information which would assist in analyzing students' attitude toward 10 school-related concepts based on gender, race, and grade level. This study sought to determine if there were significant differences on the 10 school-related concepts in reference to gender, race, and grade level.

Population and Sample

The population on which the study was based consisted of high school students from one high school in grades 11 and 12. The sample selected from this population consisted of 160 students stratified by sex, race, and grade level as follows: 80 females and 80 males, with 80 whites and 80 blacks. The grade level division was 77 students in the 11th grade and 83 in the 12th grade.

Sampling Technique

A computerized random sample based on 11th and 12th grade homeroom assignments was used to select the sample

population. There was a total of 389 students selected from homerooms that represented the 11th and 12th grades. The computer was asked for a random list of 160 students for the sample. This was done by selecting every other student from four categories until selections from each grade level consisted of 40 black males, 40 black females, 40 white males, and 40 white females. The questionnaires were distributed during homeroom, and the teachers were given a list of those students who would participate in the study.

Hypotheses

Three null hypotheses were used to determine if there were significant differences within the population. These hypotheses are presented below:

Hypothesis 1: There will be no significant difference in attitudes of male and female students toward white teachers, black teachers, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit.

Hypothesis 2: There will be no significant difference in attitudes of black and white students toward white teachers, black teachers, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit.

Hypothesis 3: There will be no significant difference in attitudes of 11th and 12th grade students toward white

teachers, black teachers, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit.

Instrumentation

The Survey of Student Attitudes Toward School-Related Concepts was used as the data collection instrument. This instrument was developed by the author, who used examples of school-related concepts and measurement scales by Osgood, Suci, and Tannenbaum (1971). The Survey of Student Attitudes Toward School-Related Concepts instrument is a measure consisting of 10 concepts: white teacher, black teacher, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit. Students were asked to respond to these 10 concepts by scoring their opinion on a measurement scale that consisted of five bipolar objectives, such as: nice/awful, pleasant/unpleasant, fair/unfair, important/unimportant, and valuable/worthless. These bipolar adjectives represented a selection among a set of given alternatives and served to localize each concept as a point in the semantic space.

Data Analysis

The SPSS-X Batch System was used to process the data in the computer. This system was a comprehensive tool for managing, analyzing, and displaying information. It took

data from the file and translated them into meaningful information: tabulated reports, plots of distribution and trends, and results of a wide variety of statistical procedures. It brought together data management, report writing, and statistical analysis into one comprehensive system with a single language.

Research Design

This research design was developed in order to better explain the scope and purpose of the study. The main variables were gender, race, and grade level of high school students. Figure 1 shows the research design.

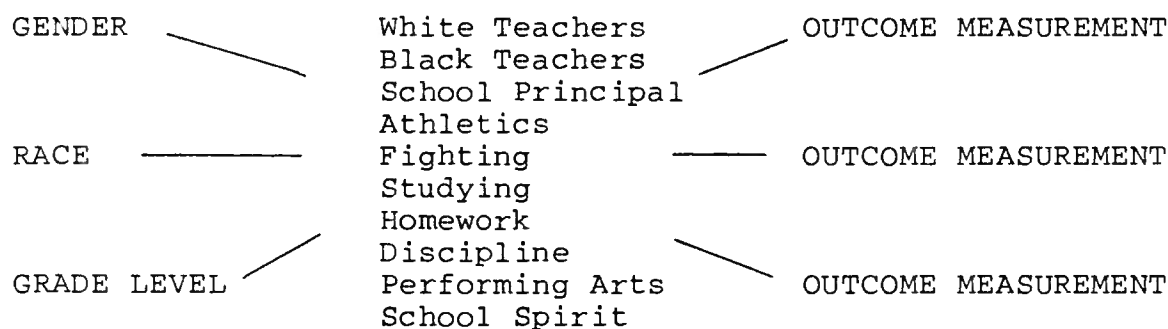


Figure 1. Research design

Summary of the Methodology

The purpose of this chapter was to provide insight on the techniques and strategies involved in carrying out this research. The 160 students involved in this study responded to 10 school-related concepts on a questionnaire that was

administered by homeroom teachers. The SPSS-X Batch System was used as a means of sorting and analyzing the data.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This study measured the attitudes of high school students on 10 school-related concepts in reference to gender, race, and grade level. The concepts on this attitudinal scale were as follows: white teachers, black teachers, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit. This study determined students' positive or negative attitudes toward these school-related concepts within the research sample.

The range on the attitudinal scale was from 1 to 7 with 7 being the highest positive rating and 1 being the lowest negative rating. If the mean score for a scale was greater than 3.5, the responses were in the positive range; if the mean score was less than 3.5, the responses were in the negative range. The sets of bipolar scale adjectives were: nice/awful, pleasant/unpleasant, fair/unfair, important/unimportant, and valuable/worthless. In order to assure clarity and improve data presentation, each concept is presented followed by an analytical statement and tabular data information.

Analysis of School-Related Concepts

Concept 1: White Teachers

Each student, based on gender, race, and grade level, was asked to give his or her attitude regarding white teachers. The highest mean score for male students was 5.53 on the valuable/worthless scale, and the highest mean score and for female students was 5.78 on the important/unimportant scale. Since these scores were above 3.5, they were in the positive range. The lowest mean score for male students was 5.13 on the fair/unfair scale, and the lowest mean score was 5.26 for female students on the fair/unfair scale (see Table 1).

Table 1
White Teachers and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	5.30	5.27	1.15
Pleasant to Unpleasant	5.20	5.53	1.17
Fair to Unfair	5.13	5.26	1.25
Important to Unimportant	5.35	5.78	1.34
Valuable to Worthless	5.53	5.76	1.34

In reference to race, black students' highest mean score was 5.33 on the valuable/worthless scale, and the

highest mean score for white students was 5.73 on the valuable/worthless scale. These scores were above 3.5. Therefore, these attitudes were in the positive range. The lowest mean score for black students was 5.10 on the pleasant/unpleasant scale, and the lowest mean score for white students was 5.15 on the fair/unfair scale (see Table 2).

Table 2
White Teachers and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	5.13	5.47	1.31
Pleasant to Unpleasant	5.10	5.30	1.36
Fair to Unfair	5.13	5.15	1.48
Important to Unimportant	5.22	5.47	1.66
Valuable to Worthless	5.33	5.73	1.44

In terms of grade level, 11th grade students had a high mean score of 5.52 on the valuable/worthless scale, whereas 12th grade students' highest mean score was 5.75 on the important/unimportant scale. Since these scores were above 3.5, they were in the positive range. The lowest mean score for 11th grade students was 5.08 on the fair/unfair scale,

the lowest mean score for 12th grade students was 5.31 on the fair/unfair scale (see Table 3).

Table 3
White Teachers and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	5.41	5.46	1.37
Pleasant to Unpleasant	5.27	5.46	1.28
Fair to Unfair	5.08	5.31	1.38
Important to Unimportant	5.36	5.75	1.60
Valuable to Worthless	5.52	5.74	1.52

Concept 2: Black Teachers

The attitudes of students toward black teachers were also analyzed. The male students had a high mean score of 5.43 and the female students a high mean score of 6.08 on the valuable/worthless scale. Since these scores were above 3.5, they were in the positive value range. The lowest mean score for male students was 4.98 and for female students was 5.43 on the fair/unfair scale (see Table 4).

In terms of race, black students' highest mean score was 5.95 on the valuable/worthless scale, whereas the highest mean score for white students was 4.93 on the

Table 4
Black Teachers and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	5.52	5.75	1.34
Pleasant to Unpleasant	5.10	5.70	1.29
Fair to Unfair	4.98	5.43	1.35
Important to Unimportant	5.19	6.05	1.72
Valuable to Worthless	5.43	6.08	1.42

nice/awful scale. The lowest mean score for black students was 5.33 on the pleasant/unpleasant scale. On the other hand, the lowest mean score for white students was 4.72 on the important/unimportant scale (see Table 5).

Table 5
Black Teachers and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	5.80	4.93	1.26
Pleasant to Unpleasant	5.33	4.89	1.36
Fair to Unfair	5.42	4.55	1.26
Important to Unimportant	5.65	4.72	1.57
Valuable to Worthless	5.95	4.92	1.08

Students in the 11th grade had a high mean score of 5.50 and those in the 12th grade had a high mean score of 5.98 on the valuable/worthless scale. These mean scores were in the positive range. The lowest mean score for 11th grade students was 5.19 and for 12th grade students was 5.21 on the fair/unfair scale (see Table 6).

Table 6
Black Teachers and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	5.45	5.54	1.36
Pleasant to Unpleasant	5.36	5.43	1.23
Fair to Unfair	5.19	5.21	1.40
Important to Unimportant	5.44	5.78	1.75
Valuable to Worthless	5.50	5.98	1.53

Concept 3: School Principal

The school principal plays an integral part in determining the climate of the school. His or her influence on the staff and student body is of paramount importance in effecting the attitudes of students toward the school. Male students had a high mean of 4.76 on the valuable/worthless scale, whereas the high mean score for female students was

5.04 on the important/unimportant scale. The lowest mean score for male students was 4.27 on the pleasant/unpleasant scale, whereas the lowest mean score for female students was 4.58 on the nice/awful scale (see Table 7).

Table 7
School Principal and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	4.32	4.58	1.58
Pleasant to Unpleasant	4.27	4.58	1.78
Fair to Unfair	4.42	4.63	1.82
Important to Unimportant	4.71	5.04	1.95
Valuable to Worthless	4.76	4.90	1.90

The data on school principal and race revealed that black students' highest mean score was 4.45 on the valuable/worthless scale, with white students' highest mean of 5.06 on the same scale. The mean scores were within the positive range. The lowest mean score for for black students was 3.88 on the pleasant/unpleasant scale, and the lowest mean score for white students was 4.63 on the fair/unfair scale (see Table 8).

Table 8
School Principal and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	3.98	4.67	1.56
Pleasant to Unpleasant	3.88	4.68	1.84
Fair to Unfair	4.22	4.63	1.81
Important to Unimportant	4.35	5.06	1.90
Valuable to Worthless	4.45	5.07	1.85

In reference to principal and grade level, 11th graders had a high mean of 5.08 and 12th graders had a high mean of 4.69 on the important/unimportant scale. These scores were within the positive range. The lowest mean score for 11th graders was 4.60 and the lowest mean score for 12th graders was 4.33 on the nice/awful scale (see Table 9).

Concept 4: Athletics

The athletic program is an integral part of the total high school educational experience. With regard to athletics, male students had a high mean score of 6.08 and females had a high mean score of 5.80 on the important/unimportant scale. These scores were within the positive range. For male students the lowest mean score was 5.60 and

Table 9
School Principal and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	4.60	4.33	1.79
Pleasant to Unpleasant	4.64	4.39	1.79
Fair to Unfair	4.70	4.36	1.87
Important to Unimportant	5.08	4.69	1.97
Valuable to Worthless	5.01	4.66	1.94

the lowest female mean score was 4.98 on the fair/unfair scale (see Table 10).

Table 10
Athletics and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	5.83	5.70	1.38
Pleasant to Unpleasant	5.74	5.70	1.40
Fair to Unfair	5.60	4.98	1.61
Important to Unimportant	6.08	5.80	1.32
Valuable to Worthless	5.95	5.48	1.52

In reference to race, the highest mean score for black students was 6.15 and the highest mean score for white students was 6.00 on the important/unimportant scale. These scores were within the positive range. The lowest mean score for black students was 5.60 on the fair/unfair scale, and the lowest mean score for white students was 5.58 on the pleasant/unpleasant scale (see Table 11).

Table 11
Athletics and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	5.93	5.73	1.21
Pleasant to Unpleasant	5.90	5.58	1.17
Fair to Unfair	5.60	5.60	1.72
Important to Unimportant	6.15	6.00	1.09
Valuable to Worthless	6.10	5.80	1.25

In terms of grade level, the highest mean score for 11th graders was 6.02 on the important/unimportant scale, while the highest mean score for 12th graders was 5.86 on the same scale. These mean scores were within the positive range. The lowest mean score for 11th graders was 5.05 on

the fair/unfair scale, and the lowest mean score for 12th graders was 5.50 on the same scale (see Table 12).

Table 12
Athletics and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	5.70	5.82	1.52
Pleasant to Unpleasant	5.58	5.84	1.57
Fair to Unfair	5.05	5.50	2.03
Important to Unimportant	6.02	5.86	1.34
Valuable to Worthless	5.88	5.57	1.65

Concept 5: Fighting

Fighting between students on the high school level has been on the increase for the last 15 years. The highest mean score for male students was 2.41 on the nice/awful scale, and the highest mean score for female students was 1.71 on the fair/unfair scale. These mean scores were within the negative range. The lowest mean score for male students was 1.85 on the valuable/worthless scale, whereas the lowest mean score for female students was 1.30 on the important/unimportant scale (see Table 13).

Table 13
Fighting and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	2.41	1.42	1.71
Pleasant to Unpleasant	2.25	1.35	1.78
Fair to Unfair	2.32	1.71	1.71
Important to Unimportant	2.26	1.30	1.87
Valuable to Worthless	1.85	1.60	1.58

The highest mean score for black students was 2.50 on the nice/awful scale, and the highest mean score for white students was 2.42 on the fair/unfair scale. These mean scores were within the negative range. The lowest mean score for black students was 2.10 and the lowest mean score for white students was 1.60 on the valuable/worthless scale (see Table 14).

In reference to grade level, 11th graders had a high mean score of 2.09 and 12th graders had a high mean score of 1.95 on the fair/unfair scale. These mean scores were within the negative range. The lowest mean score for 11th graders was 1.59 and for 12th graders was 1.14 on the valuable/worthless scale (see Table 15).

Table 14
Fighting and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	2.50	2.33	1.82
Pleasant to Unpleasant	2.30	2.20	1.81
Fair to Unfair	2.22	2.42	1.81
Important to Unimportant	2.40	2.13	2.05
Valuable to Worthless	2.10	1.60	1.91

Table 15
Fighting and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	2.07	1.77	1.57
Pleasant to Unpleasant	1.81	1.78	1.54
Fair to Unfair	2.09	1.95	1.62
Important to Unimportant	1.94	1.67	1.71
Valuable to Worthless	1.59	1.14	1.37

Concept 6: Studying

The studying habits and patterns of high school students are direct indicators of academics and employment success beyond this level of development. The highest mean score for male students was 5.80 and for female students was 6.32 on the important/unimportant scale. These mean scores were in the positive range. Lowest mean scores were 4.08 for males on the pleasant/unpleasant scale and 4.72 for females on the nice/awful scale (see Table 16).

Table 16
Studying and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	4.42	4.72	1.99
Pleasant to Unpleasant	4.08	4.78	2.08
Fair to Unfair	4.88	5.32	1.71
Important to Unimportant	5.80	6.32	1.61
Valuable to Worthless	5.63	6.09	1.80

In reference to race, black students' highest mean score was 6.07 on the valuable/worthless scale, and the highest mean score for white students was 5.52 on the important/unimportant scale. These mean scores were within

the positive range. The lowest mean scores were 4.80 for black students and 3.37 for white students on the pleasant/unpleasant scale (see Table 17).

Table 17
Studying and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	5.08	3.77	1.01
Pleasant to Unpleasant	4.80	3.37	1.97
Fair to Unfair	5.10	4.67	1.79
Important to Unimportant	6.06	5.52	1.34
Valuable to Worthless	6.07	5.20	1.46

According to the grade level of students, the highest mean scores for 11th graders was 5.92 and for 12th graders was 6.19 on the important/unimportant scale. These mean scores were within the positive range. The lowest mean score for 11th graders was 4.05 on the pleasant/unpleasant scale, whereas the lowest mean score for 12th graders was 4.62 on the nice/awful scale (see Table 18).

Table 18
Studying and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	4.45	4.62	2.07
Pleasant to Unpleasant	4.05	4.69	2.08
Fair to Unfair	5.02	5.18	1.75
Important to Unimportant	5.92	6.19	1.58
Valuable to Worthless	5.57	5.95	1.82

Concept 7: Homework

One of the purposes for homework is to improve the overall classroom achievement of high school students in relation to individual academic levels. Male students had a high mean score of 5.38 on the valuable/worthless scale, and female students had a high mean of 5.98 on the important/unimportant scale. These mean scores were within the positive range. The lowest mean score for male students was 3.44 on the pleasant/awful scale, and the lowest mean score for females was 4.13 on the nice/awful scale (see Table 19).

The data on race revealed that black students' highest mean score was 5.72 and white students' highest mean was 5.05 on the valuable/worthless scale. These mean scores

Table 19
Homework and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	3.54	4.13	2.11
Pleasant to Unpleasant	3.44	4.15	1.94
Fair to Unfair	4.56	5.35	1.89
Important to Unimportant	5.31	5.98	1.95
Valuable to Worthless	5.38	5.86	1.92

were within the positive range. The lowest mean score for black students was 4.08 and the lowest mean score for white students was 2.72 on the pleasant/unpleasant scale (see Table 20).

Table 20
Homework and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	4.25	2.83	2.22
Pleasant to Unpleasant	4.08	2.72	1.97
Fair to Unfair	4.99	4.22	1.76
Important to Unimportant	5.65	4.98	2.11
Valuable to Worthless	5.72	5.05	1.85

Students in the 11th grade had a high mean score of 5.50 on the valuable/worthless scale, whereas the high mean score for 12th graders was 5.95 on the important/unimportant scale. These mean scores were within the positive range. The lowest mean score for 11th graders was 3.46 on the pleasant/unpleasant scale, and the lowest mean score for 12th graders was 4.03 on the nice/awful scale (see Table 21).

Table 21
Homework and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	3.61	4.03	2.13
Pleasant to Unpleasant	3.46	4.06	2.09
Fair to Unfair	4.75	5.14	1.88
Important to Unimportant	5.31	5.95	2.17
Valuable to Worthless	5.50	5.73	1.87

Concept 8: Discipline

The art of discipline is to teach high school students how to finish assignments on time and to be self-assured. The highest mean score for male students was 5.71 and for female students was 6.00 on the important/unimportant scale.

These mean scores were within the positive range. The lowest mean score for male students was 4.32 on the pleasant/unpleasant scale, and the lowest mean score for female students was 4.50 on the nice/awful scale (see Table 22).

Table 22
Discipline and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	4.60	4.50	1.83
Pleasant to Unpleasant	4.32	4.58	1.80
Fair to Unfair	4.74	4.73	2.04
Important to Unimportant	5.71	6.00	1.67
Valuable to Worthless	5.58	5.89	1.81

In reference to race, black students had a high mean score of 6.08 on the important/unimportant scale, and white students had a high mean score of 5.67 on the valuable/worthless scale. These mean scores were within the positive range. The lowest mean score for black students was 4.60 on the nice/awful scale, and the lowest mean score for white students was 4.25 on the pleasant/unpleasant scale (see Table 23).

Table 23
Discipline and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	4.60	4.50	1.89
Pleasant to Unpleasant	4.66	4.25	1.81
Fair to Unfair	4.92	4.55	2.13
Important to Unimportant	6.08	5.65	1.50
Valuable to Worthless	5.64	5.80	1.84

According to grade level, 11th grade students' highest mean score was 6.08 on the important/unimportant scale, and the highest mean score for 12th grade students was 5.80 on the valuable/worthless scale. These scores were within the positive range. The lowest mean score for 11th graders was 4.60 on the nice/awful scale, whereas the lowest mean score for 12th graders was 4.25 on the pleasant/unpleasant scale (see Table 24).

Concept 9: Performing Arts

Performing arts courses are not a part of the core curriculum; however, these courses are important to the academic and social development of high school students. The highest mean score of male students was 4.80 and the

Table 24
Discipline and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	4.60	4.50	1.89
Pleasant to Unpleasant	4.66	4.25	1.81
Fair to Unfair	4.92	4.55	2.13
Important to Unimportant	6.08	5.65	1.50
Valuable to Worthless	5.64	5.80	1.84

highest mean score of female students was 5.24 on the nice/awful scale. These mean scores were within the positive range. The lowest mean score for male students was 4.08 and for female students was 4.11 on the fair/unfair scale (see Table 25).

In terms of race, black students' high mean score was 5.18 and white students' high mean score was 4.87 on the nice/awful scale. These mean scores are within the positive range. The lowest mean score for black students was 4.18 on the pleasant/unpleasant scale, and the lowest mean score for white students was 3.87 on the fair/unfair scale (see Table 26).

Students in the 11th grade had a high mean score of 5.18 on the nice/awful scale, and 12th graders' high mean

Table 25
Performing Arts and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	4.80	5.24	2.05
Pleasant to Unpleasant	4.60	4.85	1.93
Fair to Unfair	4.08	4.11	2.18
Important to Unimportant	4.42	5.04	2.08
Valuable to Worthless	4.68	5.10	2.04

Table 26
Performing Arts and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	5.18	4.87	1.96
Pleasant to Unpleasant	4.18	4.63	2.05
Fair to Unfair	4.33	3.87	2.32
Important to Unimportant	4.91	4.57	2.07
Valuable to Worthless	5.02	4.66	2.09

score was 4.87 on the same scale. These mean scores were within the positive range. The lowest mean score for 11th graders was 4.18 on the pleasant/unpleasant scale, and the

lowest mean score for 12th graders was 3.87 on the fair/unfair scale (see Table 27).

Table 27
Performing Arts and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	5.18	4.87	1.96
Pleasant to Unpleasant	4.18	4.63	2.05
Fair to Unfair	4.33	3.87	2.32
Important to Unimportant	4.91	4.57	2.07
Valuable to Worthless	5.02	4.66	2.09

Concept 10: School Spirit

The level of school spirit reveals to a very large degree the social and academic feeling of high school students toward their schooling experience. In reference to gender, female students had a high mean of 6.32 and male students had a high mean of 6.18 on the valuable/worthless scale. Since these mean scores were above 3.5, they were in the positive range. The lowest mean score for female students was 4.52 on the pleasant/unpleasant scale, and the lowest mean score for male students was 4.53 on the same scale (see Table 28).

Table 28
School Spirit and Gender

Scale Interval	Male Mean	Female Mean	Standard Deviation
Nice to Awful	4.58	5.10	2.04
Pleasant to Unpleasant	4.53	4.52	2.34
Fair to Unfair	5.02	5.05	1.96
Important to Unimportant	5.08	5.21	1.91
Valuable to Worthless	6.18	6.32	1.44

In terms of race, white students' highest mean score was 6.33 and black students' highest mean score was 6.05 on the valuable/worthless scale. These mean scores were within the positive range. The lowest mean score for white students was 4.53 on the nice/awful scale, and the lowest mean score for black students was 4.22 on the pleasant/unpleasant scale (see Table 29).

Students in the 11th grade had a high mean of 6.28 and 12th graders had a high mean of 6.22 on the valuable/worthless scale. These mean scores were within the positive range. The lowest mean scores occurred on the pleasant/unpleasant scale, with means of 4.66 for 11th graders and 4.40 for 12th graders (see Table 30).

Table 29
School Spirit and Race

Scale Interval	Black Mean	White Mean	Standard Deviation
Nice to Awful	4.62	4.53	2.00
Pleasant to Unpleasant	4.22	4.82	2.46
Fair to Unfair	4.62	5.42	2.02
Important to Unimportant	4.85	5.33	1.96
Valuable to Worthless	6.05	6.33	1.55

Table 30
School Spirit and Grade Level

Scale Interval	Grade 11 Mean	Grade 12 Mean	Standard Deviation
Nice to Awful	5.06	4.66	2.09
Pleasant to Unpleasant	4.66	4.40	2.42
Fair to Unfair	5.16	4.93	2.02
Important to Unimportant	5.12	5.17	2.03
Valuable to Worthless	6.28	6.22	1.51

Testing of Hypotheses

There were three null hypotheses tested in this research. A null hypothesis is a test of no difference.

The t test was used to determine whether or not to accept or reject each hypothesis. This is a measurement of the difference between two mean scores.

Hypothesis 1: There will be no significant difference in attitudes of male and female students toward white teachers, black teachers, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit.

The data with respect to Hypothesis 1 are presented in Table 31. At the .05 level of significance the critical t value was 2.048. The computed t value was .71, thus less than the critical t value. The null hypothesis was accepted and there was no significant difference.

Table 31
Null Hypothesis 1

Group	<u>n</u>	Mean	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
Males	80	3.97	.76	28	.71	.43
Females	80	3.74	.87			

Hypothesis 2: There will be no significant difference in attitudes of black and white students toward white teachers, black teachers, school principal, athletics,

fighting, studying, homework, discipline, performing arts, and school spirit.

The data with respect to Hypothesis 2 are presented in Table 32. At the .05 level of significance the critical t value was 2.048. The computed t value was .75, thus less than the critical t value. The null hypothesis was accepted and there was no significant difference.

Table 32
Null Hypothesis 2

Group	<u>n</u>	Mean	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
Blacks	80	3.97	1.13	28	.75	.45
Whites	80	3.73	.84			

Hypothesis 3: There will be no significant difference in attitudes of 11th and 12th grade students toward white teachers, black teachers, school principal, athletics, fighting, studying, homework, discipline, performing arts, and school spirit.

The data with respect to Hypothesis 3 are presented in Table 33. At the .05 level of significance the critical t value was 2.048. The computed t value was .02, thus less

Table 33
Null Hypothesis 3

Group	<u>n</u>	Mean	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
11th Graders	77	3.45	1.07	28	.02	.99
12th Graders	83	3.45	1.27			

than the critical t value. The null hypothesis was accepted and there was no significant difference.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The findings in this study were based on data analysis and are presented according to the 10 school-related concepts and the hypotheses. None of the hypotheses showed significant differences; however, there was some indication of tendencies from the data.

Concept 1: White Teachers

1. Female students had a more positive attitude toward white teachers than their male counterparts.

2. White students had a more positive attitude toward white teachers than black students. White teachers tended to be nice and more pleasant toward white students than toward black students.

3. Students in the 12th grade had a more positive attitude toward white teachers than 11th grade students.

Concept 2: Black Teachers

1. Female students felt that black teachers were valuable in the educational setting; however, male students' attitudes were not the same.

2. Black students had a higher rating for black teachers than their white counterparts. However, black students did feel that black teachers dealt more fairly with white students than with black students.

3. Students in the 12th grade had a more positive attitude toward black teachers than students in the 11th grade.

Concept 3: School Principal

1. Male students gave the school principal a lower rating than their female counterparts.

2. White students rated the school principal at a higher level than black students.

3. Students in the 11th grade rated the school principal higher than their 12th grade counterparts.

Concept 4: Athletics

1. Male students had a more positive attitude toward the athletics program than their female counterparts.

2. Black students rated the athletics program higher than their white counterparts.

3. Students in the 11th grade rated the athletics program at a higher rate than the students in the 12th grade.

Concept 5: Fighting

1. Male students felt that fighting at school was worthless, whereas female students felt that it was unimportant.

2. Black and white students felt that fighting at school was worthless and senseless.

3. Students in the 11th grade had a more negative attitude toward school fighting than students in the 12th grade.

Concept 6: Studying

1. Female students had a more positive attitude toward studying than male students. Male students felt that studying was important, whereas female students felt it was valuable.

2. Black students exhibited a more positive attitude toward studying than white students. Black students felt it was valuable, whereas white students felt it was important.

3. Students in the 12th grade had a more positive attitude about studying than students in the 11th grade.

Concept 7: Homework

1. Female students felt that homework was more important than male students.

2. Black students had a more positive attitude toward homework than white students.

3. Students in the 12th grade had a more favorable attitude toward homework than 11th grade students.

Concept 8: Discipline

1. Female students had a more positive attitude toward discipline than male students.

2. White students had a more positive attitude toward discipline than black students.

3. Students in the 11th grade exhibited a more positive attitude toward discipline than students in the 12th grade.

Concept 9: Performing Arts

1. Female students exhibited a more positive attitude toward the performing arts than male students.

2. White students had a more favorable attitude toward the performing arts than black students.

3. Students in the 11th grade exhibited a more positive attitude toward performing arts than students in the 12th grade.

Concept 10: School Spirit

1. Female students had a more favorable attitude toward school spirit than male students.

2. White students exhibited a more positive attitude toward school spirit than black students.

3. Students in the 11th grade had a more positive attitude toward school spirit than the 12th grade students.

Results of Hypothesis Testing

There were differences within the research sample regarding gender, race, and grade level; however, these differences were not significant. Therefore, the three null hypotheses were accepted at the .05 level.

Conclusions

The following conclusions with respect to this study were based on data analysis and the findings. Therefore, each conclusion was statistically valid and sound.

The years of school integration have changed racial attitudes within the specific high school population. There was a definite level of trust on the part of white students toward black teachers, and there was also an equal level of trust on the part of black students exhibited toward white teachers. Each group of students related to teachers on a racial basis.

As students progressed in the educational experience, their attitudes became more positive about the educational process. This positiveness was shown in their approach to studying, homework, and in the area of discipline.

Students showed a positive attitude toward school leadership. These positive attitudes reflected the

principal's fairness in the implementation of school policies.

Fighting at school was the only school-related concept in which there was a total agreement as to its wrongness. Students, regardless of gender, race, or grade level, felt that violence on campus should not be a part of the educational process or experience.

The athletic and performing arts programs received positive ratings, regardless of gender, race, or grade level of student. However, female students felt more inclined toward performing arts, whereas male students were more inclined toward athletics. Black students in general favored athletics, and white students in general favored performing arts.

The level of school spirit was positive, regardless of gender, race, or grade level. All students perceived school spirit as a meaningful experience.

Recommendations

The recommendations with respect to this study were based on data analysis, findings, conclusions, and the personal perceptions of the writer. The following recommendations are not a laundry list of "musts" to be checked off, but information that will assist in further studies conducted on students' attitudes toward school.

It is recommended that further research in students' attitudes toward school be conducted using a larger sample. Sample populations from a metropolitan school district with more than one high school would add validity to the study.

It is also recommended that further research in the area of students' attitudes toward school be conducted with 9th and 10th grade students.

APPENDIX A

SURVEY OF STUDENT ATTITUDES TOWARD SCHOOL-RELATED CONCEPTS

Introduction: This is a survey to find out how you feel about things concerning school. Your responses will only be used to formulate data and will not reflect on anyone personally. You do not have to sign your name, but we would like for you to check the appropriate spaces below:

Avondale High School: Your Grade _____ Your Sex _____
Your Race _____

Directions: Please place one check on each line indicating your attitude toward the listed school-related concepts. Each line contains seven spaces, but make sure you only place one check per line. The one check that you make in the space will be determined by how strongly you feel about the item. Please respond to every line and be honest.

1. White Teachers

Nice ____:____:____:____:____:____:____ Awful
Pleasant ____:____:____:____:____:____:____ Unpleasant
Fair ____:____:____:____:____:____:____ Unfair
Important ____:____:____:____:____:____:____ Unimportant
Valuable ____:____:____:____:____:____:____ Worthless

2. Black Teachers

Nice ____:____:____:____:____:____:____ Awful
Pleasant ____:____:____:____:____:____:____ Unpleasant
Fair ____:____:____:____:____:____:____ Unfair
Important ____:____:____:____:____:____:____ Unimportant
Valuable ____:____:____:____:____:____:____ Worthless

3. School Principal

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

4. Athletics

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

5. Fighting

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

6. Studying

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

7. Homework

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

8. Discipline

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

9. Performing Arts

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

10. School Spirit

Nice ____:____:____:____:____:____:____ Awful
 Pleasant ____:____:____:____:____:____:____ Unpleasant
 Fair ____:____:____:____:____:____:____ Unfair
 Important ____:____:____:____:____:____:____ Unimportant
 Valuable ____:____:____:____:____:____:____ Worthless

APPENDIX B
CONSENT LETTER

1192 Clarendon Road
Avondale Estates, GA 30002
March 17, 1990

Dear _____:

I am conducting a research project to determine the perception that students have regarding 10 concepts related to school activities and personnel.

This project seeks to clarify the role of the school in determining whether students' needs are being met. It is, therefore, important that students selected for this survey give their honest opinion in responding to the 10 concepts.

The questionnaire will be given out in homeroom and should be completed in no longer than 20 minutes.

If you would like your child to participate, please give us your permission by filling out the information below. Please have your child return the form to the homeroom teacher.

Sincerely,

Jerry K. Hogan

Child's name: _____

Parent signature: _____

Phone number: _____

I give my child permission to participate in the study.

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